



## Nevada Academic Content Standards for DISCOVERY on Wheels

### Kindergarten-Let's Eat (Food and Nutrition)

#### Health

- 1.2.1 Identify health behaviors that impact personal health.
- 1.2.2 Identify basic anatomy.
- 1.2.4 Describe how healthy eating and daily physical activity promote health and well-being.
- 2.2.1 Identify various sources that influence personal health behaviors
- 2.3.3 Discuss nutrition and physical activity in diverse families
- 3.2.1 Identify trusted individuals who can help promote health.
- 5.2.1 Discuss healthy options vs. unhealthy options
- 5.2.2 Identify resources/individuals that would aid in healthy decision-making.
- 6.2.1 Define a short term, and long term personal health goal.
- 6.2.2 Develop goals to practice daily health habits (i.e., personal hygiene sun safety, nutrition, and physical activity.)
- 6.2.3 Identify resources when assistance is needed to develop personal health goals.
- 7.2.1 Identify responsible personal health behaviors.
- 7.2.2 Choose healthy foods that help you grow.
- 8.2.1 Identify ways to promote personal and family health.

#### Science

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans).
- LS1.C Organization for Matter and Energy Flow in Organisms (All animals need food and water to grow. They obtain their food from plants or other animals.)



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## English Language Arts

- RL 2. With prompting and support, retell familiar stories, including key details
- RF2.b Count, pronounce, blend, and segment syllables in spoken words.
- SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics with peers and adults in smaller and larger groups.
- SL1.a Follow agreed-upon rules for discussions
- SL1.b Continue a conversation through multiple exchanges.
- SL 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L 1.f Produce and expand complete sentences in shared language activities.
- L 5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful)

## Social Studies

- SS.K.1 With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community.
- SS.K.2 With prompting and support generate supporting questions related to compelling questions.
- SS.K.4. With prompting and support, construct responses to compelling questions using examples.
- SS.K.5. With prompting and support, construct organized explanations for various audiences and purposes.
- SS.K.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning
- SS.K.11 Explore strategies to resolve conflicts in the classroom.



### Math

- K.CC.5 Count to answer “how many?” about things arranged in a line, rectangular array or circle, or as many things in a scattered configuration.
- K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies
- K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.MD.2 Directly compare two object with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
- K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

### World Language

- Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Standard 6: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Standard 11: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement



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## **First Grade-Bright Smiles, Clean Bodies (Dental Health and Hygiene)**

### Health

- 1.2.1 Identify health behaviors that impact personal health.
- 1.2.2 Identify basic anatomy.
- 1.2.9 Recognize germs may cause illness/disease.
- 1.2.10 Recognize basic prevention strategies for common illness/disease.
- 1.2.11 Identify elements of the environment that affect personal health (sun, air, water, soil, food, pollutants)
- 2.2.1 Identify various sources that influence personal health behaviors.
- 3.2.1 Identify trusted individuals who can help promote health.
- 3.2.2 Identify healthcare workers.
- 5.2.1 Discuss healthy options vs. unhealthy options
- 5.2.2 Identify resources/individuals that would aid in healthy decision-making.
- 5.2.3 Identify situations when a health-related decision is needed.
- 6.2.1 Define a short term, and long term personal health goal.
- 6.2.2 Develop goals to practice daily health habits (i.e., personal hygiene sun safety, nutrition, and physical activity.)
- 6.2.3 Identify resources when assistance is needed to develop personal health goals (i.e. Recycling, water conservation, littering, food choice).
- 7.2.1 Identify responsible personal health behaviors.
- 8.2.1 Identify ways to promote personal and family health.

### English Language Arts

- RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RF 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics with peers and adults in smaller and larger groups.
- SL1.a Follow agreed-upon rules for discussions
- SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.



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- SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### World Language

- Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Standard 6: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Standard 11: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

### Science

- 1-LS1-1 Crosscutting Concept- Structure and Function: The shape and stability of structures of natural and designed objects are related to their function(s).

### Social Studies

- SS.1.4. With prompting and support, construct responses to compelling questions using examples.
- SS.1.5. With prompting and support, construct organized explanations for various audiences and purposes.
- SS.1.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning.



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## **Second Grade-Making Sense of our Senses (The Five Senses)**

### Health

- 1.2.2 Identify basic anatomy.
- 1.2.3 Identify and respect various physical, emotional, and intellectual differences.
- 6.2.1 Define a short term and long- term personal health goal.
- 7.2.1 Identify responsible personal health behaviors.
- 8.2.1 Identify ways to promote personal and family health.

### English Language Arts

- SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics with peers and adults in smaller and larger groups.
- SL1.a Follow agreed-upon rules for discussions
- SL1.b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL1.c Ask for clarification and further explanation as needed about the topics and text under discussion.
- SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### World Language

- Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Standard 6: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Standard 11: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement



### Science

- 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties
- 2-LS2-2 Cross Cutting Concept-Structure and Function: The shape and stability of structures of natural and designed objects are related to their function(s).

### Social Studies

- SS.2.2. With prompting and support, generate supporting questions related to compelling questions.
- SS.2.5. With prompting and support, construct organized explanations for various audiences and purposes.
- SS.2.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning

## Third Grade-Wonderful Me! (Cells and Genetics)

### Health

- 1.5.1 Describe the relationship between health behaviors and personal health
- 1.5.2 Explain the basic structure, function, and developmental processes of the human body systems.
- 1.5.3 Describe various physical, emotional, intellectual differences and how they affect a child's overall well-being.
- 3.5.2 Describe situations requiring professional health services. (Low white blood cell count?)
- 4.5.1 Model effective verbal and non-verbal communication skills.
- 4.5.2 Discuss ways to communicate with others about stages of growth and development.

### English Language Arts

- RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL1.b Follow agreed-upon rules for discussions
- SL1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL1.d Explain their own ideas and understanding in light of the discussion.
- SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.



### World Language

- Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Standard 6: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Standard 11: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

### Science

- 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
- 3-LS3-1. Cross Cutting Concept- Patterns: Similarities and differences in patterns can be used to sort and classify natural phenomena exists in a group of similar organisms.
- 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment
- 3-LS4-4. Cross Cutting Concept-Systems and System Models: A system can be described in terms of its components and their interactions.
- LS3.A Disciplinary Core Idea-Inheritance of Traits : Many characteristics of organisms are inherited from their parents. Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.
- LS3.B: Disciplinary Core Idea -Variation of Traits: Different organisms vary in how they look and function because they have different inherited information. The environment also affects the traits that an organism develops.



### Social Studies

- SS.3.2. Generate and answer supporting questions that help address compelling questions.
- SS.3.5. Cite evidence that supports a response to supporting and compelling questions.
- SS.3.6. Construct responses to compelling questions using reasoning, examples, and relevant details.
- SS.3.7. Construct organized explanations for various audiences and purposes using evidence and reasoning.
- SS.3.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas



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## Fourth Grade-Young at Heart (Circulatory and Respiratory Systems)

### Health

- 1.5.1 Describe the relationship between health behaviors and personal health.
- 1.5.2 Explain the basic structure, function, and developmental processes of the human body systems.
- 1.5.4 Identify key nutrients, their functions, and the role they play to promote optimal health-nutrients in plasma
- 1.5.6 Explain how substances can affect the way people make decisions and perform tasks- smoking?
- 1.5.12 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness/disease, and premature death.
- 2.5.4 Describe how various sources influence individual practices and behaviors.
- 2.5.6 Analyze how stated and implied messages from media influence health behaviors- vaping
- 3.5.2 Describe situations requiring professional health services- occluded arteries
- 4.5.1 Model effective verbal and non-verbal communication skills.
- 5.5.1 Apply a healthy choice when making personal decisions.
- 5.5.2 Predict how decisions about substance use and abuse have consequences for self and others
- 5.5.3 Predict how decisions regarding health behaviors have consequences for self and others.
- 6.5.2 Implement goals to enhance daily health habits
- 7.5.3 Engage in behaviors that promote physical activity.
- 7.5.7 Demonstrate personal healthcare practices that prevent communicable and other chronic diseases.
- 8.5.2 Compare consumer and environmental health messages-vaping originally considered safe

### English Language Arts

- RI 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- SL 1. Engage effectively in a range of collaborative discussions with diverse partners on 4<sup>th</sup> grade topics.



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- SL1.b Follow agreed-upon rules for discussions
- SL1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL 3. Identify the reasons and evidence a speaker provides to support particular points.

### World Language

- Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Standard 6: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Standard 11: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

### Science

- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival. Construct an argument with evidence, data, and/or a model.
- 4-LS1-1/4-LS1-2 Cross Cutting Concept: A system can be described in terms of its components and their interactions.
- LS1.A: Structure and Function
- 4-LS1-1 Disciplinary Core Idea: Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.



### Social Studies

- SS.4.2. Generate and answer supporting questions that help address compelling questions.
- SS.4.5. Cite evidence that supports a response to supporting and compelling questions.
- SS.4.6. Construct responses to compelling questions using reasoning, examples, and relevant details
- SS.4.7. Construct organized explanations for various audiences and purposes using evidence and reasoning.
- SS.4.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas



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## **Fifth Grade-What's Up Doc? (Medical Professions and Equipment)**

### Health

- 1.5.1 Describe the relationship between health behaviors and personal health.
- 1.5.2 Explain the basic structure, function, and developmental processes of the human body systems.
- 3.5.1 Locate resources from home, school, and community that provide reliable health information.
- 3.5.2 Describe situations requiring professional health services.
- 4.5.1 Model effective verbal and non-verbal communication skills.
- 5.5.4 Analyze when assistance is needed in making a health-related decision-when to see one of the med professionals
- 7.5.7 Demonstrate personal health care practices that prevent communicable and other chronic diseases- cleaning tools after each use during activity.

### English Language Arts

- SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
- SL1.b Follow agreed-upon rules for discussions and carry out assigned roles
- SL1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



### World Language

- Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Standard 6: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Standard 11: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

### Social Studies

- SS.5.2. Generate and answer supporting questions that help address compelling questions.
- SS.5.5. Cite evidence from multiple sources in response to supporting and compelling questions.
- SS.5.6. Construct an argument to answer a compelling question, using evidence and reasoning skills
- SS.5.7. Construct organized explanations for various audiences and purposes using evidence and reasoning.
- SS.5.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.



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## 21ST CENTURY STUDENT OUTCOMES

### HEALTH LITERACY

*Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health.*

*Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction*

*Using available information to make appropriate health-related decisions*

*Establish and monitor personal and family health goals*

### Creativity and Innovation

- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

### Communication and Collaboration

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.



### **Critical Thinking and Problem Solving**

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes
- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions